

## **HOUSING AND INTERIOR DESIGN**

### **COURSE DESCRIPTION**

Housing and Interior Design is a specialized course designed to prepare students to understand the influences affecting housing decisions. The course includes instruction in the social/psychological aspects of housing, the consumer aspects, housing trends and issues, the application of design principles to the living environment, home furnishings and equipment, home care and maintenance, and exploration in related occupations/careers. Emphasis is on using available resources effectively to meet individual and housing needs.

The integration of Family, Career and Community Leaders of America (FCCLA) provides students with the opportunity for leadership development, personal growth, and school/community involvement.

**Prerequisite:** None

**Recommended Credits:** ½ - 1

**Recommended Grade Levels:** 10-12

**Note:** Learning expectations to be completed for one-half credit have no asterisk. Additional learning expectations to be completed for one credit are identified with one asterisk.\*

<b>HOUSING AND INTERIOR DESIGN STANDARDS</b>
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- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.
- 2.0 Students will examine housing needs and options for individuals and families throughout the life cycle.
- 3.0 Students will compare the role of government and the consumer in regards to housing.
- 4.0 Students will assess current housing trends and issues.
- 5.0 Students will apply knowledge, skills, and principles of design to the living environment.
- 6.0 Students will apply knowledge and skills to select, purchase, and arrange furnishings and equipment for the house.
- 7.0 Students will interpret the relationship of home care, maintenance, safety, and security to home satisfaction.
- 8.0 Students will explore career paths within the housing, interiors, and furnishings industries.

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 1.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine the components of FCCLA to determine its relationship to the Family and Consumer Sciences Curriculum.
- 1.2 Identify opportunities for leadership development.
- 1.3 Plan activities using the FCCLA Planning Process.
- 1.4 Incorporate leadership, citizenship, and teamwork skills as an integral part of classroom activities.

### **PERFORMANCE STANDARDS**

The student:

- 1.1 Relates the components of FCCLA to classroom activities.
- 1.2 Identifies opportunities for leadership.
- 1.3 Implements an activity using the FCCLA Planning Process.
- 1.4A Uses appropriate leadership etiquette.
- 1.4B Demonstrates character, citizenship and leadership skills .

### **SAMPLE PERFORMANCE TASKS**

- Conduct a personal assessment of leadership skills.
- Develop a Program of Work for the local FCCLA chapter.
- Compete in a STAR Event (Skills for Life, Illustrated Talk, or Applied Technology)
- Complete a national project beyond STAR Events, for example, Financial Fitness, Career Connection, Leaders at Work, Community Service.
- Practice Parliamentary Procedure.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (1.0, 2.0, 12.0, 13.0), English II Gateway standards (1.03, 1.05, 1.13, 2.05, 2.06, 2.07, 3.01, 3.02, 3.03, 4.02, 4.03, 4.05), Family, Career and Community Leaders of America, Extra-curricular activities

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 2.0**

Students will examine housing needs and options for individuals and families throughout the life cycle.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Analyze housing options as determined by needs and values of persons involved.
- 2.2 Compare housing needs for various lifestyles and stages in the life cycle.
- 2.3 Relate the influences of historical happenings upon housing.
- 2.4 Examine considerations involved when a family relocates.\*

### **PERFORMANCE STANDARDS**

The student:

- 2.1 Examines needs and values affecting housing choices.
- 2.2A Illustrates how lifestyles affect housing needs.
- 2.2B Examines changes in the life cycle and special needs affect housing.
- 2.3 Analyzes the influences of historical events that have affected the development and evolution of housing styles.
- 2.4 Analyzes the important factors to be considered by an individual or family before moving to a new location.

### **SAMPLE PERFORMANCE TASKS**

- List common needs that housing provides for individuals and families.
- Make a collage to illustrate housing needs of various lifestyles.
- Identify special or exceptional needs of individuals or families and how these affect housing.
- Select a special-needs group and write a report on its specific housing needs.
- Discuss changing housing needs of the family as the family passes from one stage in the life cycle to another.
- Compile a notebook using pictures or drawings of the various types of housing through the ages.
- Research and list historical influences that have produced changes in housing forms.
- Brainstorm to list reasons for moving.
- Develop a checklist of details to be completed in making plans for moving.

## **INTEGRATION/LINKAGES**

Family and Consumer Science Education National Standards (11.5.2, 11.5.3, 11.5.4, 11.6.1, 11.6.2), English II Gateway Standards (1.13, 2.07, 2.11), Social Studies Classes

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 3.0**

Students will compare the role of government and the consumer in regards to housing.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Analyze the role of government in housing matters.
- 3.2 Analyze housing alternatives and factors to be considered in choosing a place to live.
- 3.3 Assess the rights and responsibilities of consumers regarding housing.
- 3.4 Research practices that may be used to conserve energy in the home.\*
- 3.5 Examine existing laws, regulations, and building codes affecting housing.\*

### **PERFORMANCE STANDARDS**

The student:

- 3.1 Researches and discusses governmental impact on housing.
- 3.2A Compares renting and buying a dwelling.
- 3.2B Distinguishes between the different types of housing options.
- 3.2C Analyzes factors affecting choice of dwelling.
- 3.3 Examines the consumer bill of rights.
- 3.4 Demonstrates and/or illustrates materials or devices which can be used to conserve energy.
- 3.5 Researches and discusses Federal, State, and local laws and building codes as they apply to housing.

### **SAMPLE PERFORMANCE TASKS**

- Invite a speaker from local government to address the impact of the government on housing.
- Choose one of the areas in which government impacts housing as a research topic.
- Brainstorm the advantages and disadvantages of renting vs buying.
- Compare responsibilities of consumer related to renting vs buying.
- Tour different types of housing options.
- Examine and discuss contents of a lease and a sales contract.
- Using the classified section of the local newspaper, find suitable housing for a given case study and compute cost.
- Explain the importance of the consumer bill of rights and give an example of each right as it relates to housing.
- Set up a display of ways to conserve energy.
- Invite a guest from the local utilities to discuss energy conservation.

- Use the Internet to research Federal, State, and local laws and building codes related to housing.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (11.4.5, 11.6.2, 11.8.1), English II Gateway Standards (1.01, 1.13, 1.08, 2.05, 3.01, 3.05, 3.06, Algebra I Gateway Standard (2.1), Federal, State, and local government agencies, Ecology, Economics Classes

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 4.0**

Students will assess current housing trends.

### **LEARNING EXPERIENCES**

The student will:

- 4.1 Research current trends in housing, furnishings and equipment.\*
- 4.2 Analyze environmental concerns and their impact on housing.\*

### **PERFORMANCE STANDARDS**

The student:

- 4.1A Compares and contrasts ways that housing, furnishings, and equipment have evolved in the last fifty years.
- 4.1B Relates the effect of technology on current trends in housing, furnishings, and equipment.
- 4.2 Evaluates current concerns related to the environment and their effect on housing.

### **SAMPLE PERFORMANCE TASKS**

- Create a collage of the most current developments in housing, furnishings, and equipment.
- Research and display housing materials that increase energy efficiency.
- Invite a representative from a building supply store to class to tell about the latest materials and methods used by homebuilders.
- Discuss how today's housing needs are being influenced by technology.
- Brainstorm ways you and your community can improve and/or conserve the natural environment in your area.
- Develop a plan for your FCCLA, school, or community to recycle materials as a way to protect the environment.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences Standards (11.6.1, 11.6.3, 11.5.5, 11.3.2), English II Gateway Standards (1.01, 1.02, 1.07, 1.08, 2.03, 3.01, 3.03, 3.05, 3.06, 4.03, 4.04), U.S. Department of Energy Conservation, Ecology, Social Studies, Technology Classes, Local utility companies and agencies



## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 5.0**

Students will apply knowledge, skills, and principles of design to the living environment.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Apply elements and principles of design to the selection and arrangement of home interiors, furnishings, and accessories.
- 5.2 Evaluate guidelines for selecting various types of floors, wall and window treatments, and accessories.
- 5.3 Evaluate and interpret floor plans.
- 5.4 Examine ways to personalize designs for interiors and exteriors.\*
- 5.5 Research characteristics, use, and care of various household textiles.\*
- 5.6 Classify basic furniture designs and periods.\*
- 5.7 Use resources effectively when developing a workable and pleasant living space.\*
- 5.8 Illustrate and distinguish between types of housing architecture.\*
- 5.9 Analyze housing in terms of basic construction and materials used.\*

### **PERFORMANCE STANDARDS**

The student:

- 5.1 Illustrates the elements and principles of design in selecting and arranging interiors, furnishings, and accessories.
- 5.2 Demonstrates knowledge of guidelines for selecting various types of floors, wall and window treatments.
- 5.3 Researches and lists guidelines to follow when selecting and using accessories.
- 5.4 Demonstrates use of the elements and principles of design to personalize designs for interiors and exteriors.
- 5.5 Categorizes various household textiles by characteristics, use, and care.
- 5.6 Researches major periods of furniture designs and the predominate styles within each period.
- 5.7A Compares cost of various interiors, furnishings, and accessories in developing a workable and pleasant living space.
- 5.7B Demonstrates methods to maximize efficient storage.
- 5.7C Examines ways to use outdoor areas as extended living space.
- 5.8A Examines the different architectural styles and features
- 5.8B Examines the impact of topography and environment on a home site selection.
- 5.9 Analyzes construction methods, materials, and workmanship.

### **SAMPLE PERFORMANCE TASKS:**

- Compile a notebook of illustrations of the principles and elements of design.
- Create a color wheel, a value and intensity chart, and color schemes.
- Find illustrations showing examples of various color schemes, lines, textures, balance, and rhythm.
- Develop a design project by displaying the following on poster board or foam board:  
A floor plan drawn to scale.  
Using templates arrange furniture on floor plan drawn to scale.  
Selecting flooring, wall and window treatment, and furniture for floor plan and mount to display.  
Select accessories to be used in various areas of floor plan.
- Attend open houses or home shows to visualize different ways to personalize designs for interiors and exteriors.
- Find illustrations of different furniture styles using magazines, internet, catalogues, etc.
- Make cost comparisons of various interiors, furnishings, and accessories by visiting different types of stores, using catalogues, etc.
- Find illustrations or make sketches of different architectural styles of housing.
- Visit a home under construction and examine for construction details and quality.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (11.2.1, 11.2.2, 11.2.3, 11.3.1, 11.3.2, 11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.4.5, 11.4.6, 11.5.1, 11.5.3, 11.5.4, 11.6.3), English II Gateway Standards 1.01, 1.11, 2.03, 3.03, 3.05, 3.06, Algebra I Gateway Standard (2.4), Drafting, Art and design Classes, Community Colleges and Universities, Wholesale and Retail stores

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 6.0**

Students will apply knowledge and skills to select, purchase, and arrange furnishings and equipment for the home.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Analyze changing needs for furniture and equipment throughout the life cycle.
- 6.2 Apply principles of room and furniture arrangement.
- 6.3 Devise ways to furnish the living environment by improvising and use of budget furnishings and equipment.
- 6.4 Examine factors associated with the selection, use, and care of furnishings and equipment.\*
- 6.5 Demonstrate ways for renovating and recycling furnishings and equipment for the home.\*

### **PERFORMANCE STANDARDS**

The student:

- 6.1 Compares needs for furniture and equipment throughout the stages of the family life cycle.
- 6.2 Examines and applies principles of selecting and arranging furniture and equipment.
- 6.3A Researches types and sources of budget furnishing and equipment.
- 6.3B Analyzes and demonstrates ways to improvise furnishings and equipment.
- 6.4A Researches guidelines for purchasing various types of furnishings and equipment.
- 6.4B Analyzes the importance of the proper use and care of furnishings and equipment.
- 6.5 Plans and creates various ways to renovate and recycle furnishings and equipment.

### **SAMPLE PERFORMANCE TASKS**

- Research furniture and equipment that can be used from early youth to later years.
- Make a collage illustrating furniture and equipment needs for various stages of the life cycle.
- Sketch own home and divide into different living zones.
- Identify structural details within the home that need to be considered in room arrangement.
- Research and develop a list of principles of furniture arrangement.

- Using the principles of room arrangement, select and arrange furniture in a sample room, sketching in traffic patterns.
- Using newspapers and yellow pages of the telephone book, make a list of local sources of budget furniture.
- Design a poster, display, or bulletin board illustrating budget furniture.
- Brainstorm ways to use materials to improvise furnishings.
- Collect materials and improvise an item of furniture for the home or classroom.
- Choose one major appliance to research, listing features available to you and decide which are necessary and which could be sacrificed to lower cost.
- Visit a furniture store or invite a guest from a furniture store to show differences in and ideas to look for in selecting upholstered and case goods.
- Demonstrate proper care of various types of furniture.
- Identify information provided on an energy guide label.
- Make a poster illustrating the use and care of a particular appliance.
- Select, research and demonstrate a technique in renovating or recycling.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (11.4.2, 11.4.4, 11.6.1, 11.3.1, 11.3.2, 11.3.4), English II Gateway Standards(1.01, 1.02, 1.07, 1.11, 2.02, 2.03, 2.05, 2.07, 2.12, 3.03, 3.05, 3.06, 4.07), Drafting, Marketing, Art, Shop, Classrooms

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 7.0**

Students will interpret the relationship of home care, maintenance, safety, and security to home satisfaction.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Examine the care and maintenance of the household.
- 7.2 Interpret levels of safety and security in housing.
- 7.3 Research ideas for renovating and remodeling a home.\*
- 7.4 Research resources for home care, maintenance assistance, and home improvements.\*

### **PERFORMANCE STANDARDS**

The student:

- 7.1A Outlines home maintenance and care.
- 7.1B Demonstrates household care and maintenance tasks.
- 7.2A Evaluates factors that contribute to the safety and security of housing.
- 7.2B Describes the benefits of effective home care and security.
- 7.3 Illustrates a renovating or remodeling technique.
- 7.4 Evaluates resources for home care, maintenance assistance, and home improvements.

### **SAMPLE PERFORMANCE TASKS**

- Prepare a schedule of tasks that should be done daily, weekly, occasionally, and seasonally.
- Select and demonstrate the procedure for various housecleaning tasks.
- Identify different cleaning products and their use.
- Demonstrate simple home maintenance tasks.
- Invite a guest to discuss/show renovating or remodeling projects.
- Visit a site where renovating or remodeling is being done.
- Using a home-repair manual from the library, demonstrate a home repair task to the class.
- Develop a list of sources to assist in home care maintenance.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (11.3.2, 11.3.1, 11.4.5),  
T & I, Marketing, Shop Classes, English II Gateway Standards (1.02, 1.07, 2.05, 2.07)

## **HOUSING AND INTERIOR DESIGN**

### **STANDARD 8.0**

Students will explore career paths within the housing, interiors, and furnishings industries.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1 Examine job and career opportunities related to housing, home furnishings, equipment, and interior design.
- 8.2 Research skills, competencies, and educational requirements for job choices.

### **PERFORMANCE STANDARDS**

The student:

- 8.1 Researches job and career opportunities in housing and interior design.
- 8.2 Analyzes skills, competencies and educational requirements for housing and interior design job related career.

### **SAMPLE PERFORMANCE TASKS**

- Make a display of a variety of occupations related to housing and interior design.
- Invite a guest speaker or panel of guests in careers in housing and interior design.
- Visit various sites with housing and interior design related careers.
- Select, research, and present a report on a housing and interior design related career, including skills, competencies, and educational requirements.
- Prepare a sample application and resume.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (11.1.1, 11.1.2, 11.1.3, 11.1.4),  
English II Gateway Standards (1.01, 1.02, 2.02, 2.03, 2.07, 2.09, 3.01, 3.02, 3.03, 3.06,  
4.02, 4.03, 4.04, 4.05)

